

Holly Hill Elementary
1490 Brant Avenue PO Box 279
Holly Hill, South Carolina 29059

Grades	K-5 Elementary School	
Enrollment	514 Students	
Principal	Carol Szorosz	803-496-5219
Superintendent	Dr. David Longshore, Jr.	803-496-3288
Board Chair	S. B. Marshall	803-496-3288

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	5	48	77	14

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 10 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Below Average	Unsatisfactory	N/A
2003	Below Average	Unsatisfactory	No
2004	Average	Unsatisfactory	Yes
2005	Below Average	Below Average	No

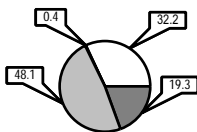
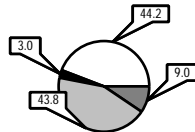
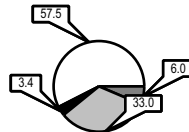
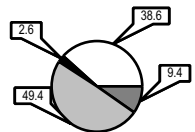
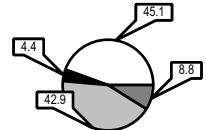
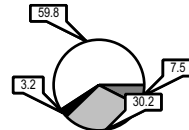
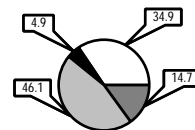
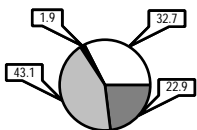
DEFINITIONS OF SCHOOL RATING TERMS





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

91.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	243	98.8	30.9	48.1	19.7	1.3	33.0	No	Yes
Gender									
Male	127	98.4	39.3	41.0	18.0	1.6	27.0		
Female	116	99.1	21.6	55.9	21.6	0.9	39.6		
Racial/Ethnic Group									
White	41	97.6	35.1	35.1	29.7	0.0	40.5	I/S	Yes
African American	195	99.0	31.1	49.5	17.9	1.6	31.6	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	195	99.5	24.3	52.4	22.8	0.5	37.0		
Disabled	48	95.8	59.1	29.5	6.8	4.5	15.9	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	243	98.8	30.9	48.1	19.7	1.3	33.0		
English Proficiency									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	240	98.8	31.3	47.4	20.0	1.3	33.0		
Socio-Economic Status									
Subsidized meals	215	99.1	31.9	49.3	17.9	1.0	30.4	No	Yes
Full-pay meals	28	96.4	23.1	38.5	34.6	3.8	53.8		

Mathematics – State Performance Objective = 36.7%									
All Students	243	100.0	43.6	43.2	8.9	4.2	22.9	No	Yes
Gender									
Male	127	100.0	44.4	44.4	7.3	4.0	21.8		
Female	116	100.0	42.9	42.0	10.7	4.5	24.1		
Racial/Ethnic Group									
White	41	100.0	26.3	50.0	15.8	7.9	31.6	I/S	Yes
African American	195	100.0	48.4	40.6	7.8	3.1	21.4	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	195	100.0	38.9	46.3	11.1	3.7	25.8		
Disabled	48	100.0	63.0	30.4	0.0	6.5	10.9	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	243	100.0	43.6	43.2	8.9	4.2	22.9		
English Proficiency									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	240	100.0	44.2	42.5	9.0	4.3	23.2		
Socio-Economic Status									
Subsidized meals	215	100.0	45.5	42.6	7.7	4.3	21.5	No	Yes
Full-pay meals	28	100.0	29.6	48.1	18.5	3.7	33.3		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	243	100.0	56.8	32.6	5.9	4.7	10.6
Gender							
Male	127	100.0	60.5	30.6	3.2	5.6	8.9
Female	116	100.0	52.7	34.8	8.9	3.6	12.5
Racial/Ethnic Group							
White	41	100.0	39.5	34.2	13.2	13.2	26.3
African American	195	100.0	60.9	31.3	4.7	3.1	7.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	195	100.0	51.6	37.4	6.8	4.2	11.1
Disabled	48	100.0	78.3	13.0	2.2	6.5	8.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	243	100.0	56.8	32.6	5.9	4.7	10.6
English Proficiency							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	240	100.0	56.7	32.6	6.0	4.7	10.7
Socio-Economic Status							
Subsidized meals	215	100.0	57.4	33.5	4.3	4.8	9.1
Full-pay meals	28	100.0	51.9	25.9	18.5	3.7	22.2

Social Studies							
All Students	243	100.0	38.1	48.7	9.3	3.8	13.1
Gender							
Male	127	100.0	42.7	43.5	9.7	4.0	13.7
Female	116	100.0	33.0	54.5	8.9	3.6	12.5
Racial/Ethnic Group							
White	41	100.0	26.3	55.3	15.8	2.6	18.4
African American	195	100.0	41.7	45.8	8.3	4.2	12.5
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	195	100.0	30.0	55.3	11.6	3.2	14.7
Disabled	48	100.0	71.7	21.7	0.0	6.5	6.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	243	100.0	38.1	48.7	9.3	3.8	13.1
English Proficiency							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	240	100.0	38.6	48.1	9.4	3.9	13.3
Socio-Economic Status							
Subsidized meals	215	100.0	38.8	47.8	9.1	4.3	13.4
Full-pay meals	28	100.0	33.3	55.6	11.1	0.0	11.1

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	75	100.0	26.7	28.0	40.0	5.3	45.3
	4	81	100.0	31.3	43.8	25.0	N/A	25.0
	5	88	100.0	45.3	44.2	9.3	1.2	10.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	77	97.4	31.9	39.1	27.5	1.4	29.0
	4	81	100.0	36.3	43.8	20.0	0.0	20.0
	5	85	98.8	25.9	61.7	12.3	0.0	12.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	75	100.0	37.3	49.3	10.7	2.7	13.3
	4	81	100.0	45.0	42.5	6.3	6.3	12.5
	5	88	100.0	50.0	41.9	4.7	3.5	8.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	77	100.0	38.0	54.9	7.0	0.0	7.0
	4	81	100.0	48.8	36.3	10.0	5.0	15.0
	5	85	100.0	45.1	41.5	9.8	3.7	13.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	77	100.0	54.9	43.7	1.4	0.0	1.4
	4	81	100.0	65.0	28.8	6.3	0.0	6.3
	5	85	100.0	52.4	28.0	9.8	9.8	19.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	77	100.0	31.0	59.2	8.5	1.4	9.9
	4	81	100.0	41.3	46.3	11.3	1.3	12.5
	5	85	100.0	42.7	43.9	8.5	4.9	13.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 514)				
First graders who attended full-day kindergarten	100.0%	Up from 98.8%	100.0%	100.0%
Retention rate	3.0%	Up from 1.5%	3.9%	3.0%
Attendance rate	91.8%	Down from 97.5%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.2%	Down from 4.9%	5.5%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	4.9%	Down from 5.3%	4.8%	3.2%
Eligible for gifted and talented	3.6%	Down from 7.7%	5.3%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.8%	Up from 8.7%	7.8%	8.2%
Older than usual for grade	1.0%	Up from 0.4%	1.7%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n= 39)				
Teachers with advanced degrees	61.5%	Up from 61.1%	50.0%	52.6%
Continuing contract teachers	79.5%	Down from 83.3%	77.6%	83.3%
Highly qualified teachers	86.1%	Up from 82.6%	92.3%	93.5%
Teachers with emergency or provisional certificates	3.1%	Up from 3.0%	2.4%	0.0%
Teachers returning from previous year	88.4%	Up from 85.8%	83.5%	87.0%
Teacher attendance rate	94.5%	Down from 94.7%	94.9%	95.0%
Average teacher salary	\$42,538	Up 1.1%	\$40,479	\$41,703
Prof. development days/teacher	9.9 days	Up from 9.4 days	13.1 days	12.8 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	16.9 to 1	Down from 19.3 to 1	16.7 to 1	18.8 to 1
Prime instructional time	85.3%	Down from 91.1%	88.9%	89.8%
Dollars spent per pupil*	\$6,297	Down 4.0%	\$7,233	\$6,242
Percent of expenditures for teacher salaries*	62.5%	Up from 62.2%	63.0%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	96.7%	Down from 97.2%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	No change	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	85.8%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		No	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The Holly Hill Elementary family continues to grow as a community of learners. We work diligently to improve student instruction and performance, involve parents, and increase community support. Our motto of "putting children first" drives our decision-making process. Children and their needs are always put first as we strive to meet our goals.

HHE continues to follow a school-wide schedule, incorporate character education, provide teachers with common planning periods and quality professional development experiences, increase opportunities for parental involvement, and improve school/home/community communication and relationships. Because we are located in a rural area, there is very little exposure to cultural or academic experiences outside the school environment. Therefore, committees ensure that our children have opportunities to participate in numerous cultural and educational activities both on and off campus.

Approximately 40% of our students were recognized for academic achievement at award programs throughout the year. Students also participated enthusiastically in many altruistic activities. Four class projects received awards at the District Science Fair. Two students were selected to attend the Orangeburg-Calhoun Consortium for the Arts summer program. One fifth-grade student was recognized for outstanding character by Orangeburg County. Students doubled the number of books they read last year in the Accelerated Reader program.

Our mission is to prepare students academically, socially, and emotionally to become productive members of society. Given our level of commitment, we are confident that we will successfully accomplish our goal.

Susan Shuler, SIC Chairperson
Carol Szorosz, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	33	76	40
Percent satisfied with learning environment	93.9%	81.6%	80.0%
Percent satisfied with social and physical environment	96.9%	74.3%	65.0%
Percent satisfied with school-home relations	36.4%	81.6%	60.5%

*Only students at the highest elementary school grade level at this school and their parents were included.